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ABSTRACT

Publications selected to provide educators with information about changing societal values, attitudes, technologies, jobs, lifestyles, and political structures, and about the implications of these changes vis-a-vis education and educational processes, are listed in this annotated bibliography. Part I lists and annotates 41 books representing a cross-section of views of societal futurists. Seventeen references on the field of educational futures are presented in Part II. Part III comments on 15 books on educational change that might offer implementation assistance at the school or district level. Part IV lists 13 organizations which can provide information about societal and educational futures. References which are of special interest to those beginning a study of the future are noted in each section. Also presented are lists of additional writers whose works may be of interest. (Author/RLV)

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A BRIEF ANNOTATED

BIBLIOGRAPHY

on

- (1) SOCIETAL FUTURES:
- (2) EDUCATIONAL FUTURES:
- (3) EDUCATIONAL ALTERNATIVES AND CHANGE:
- (4) RESOURCES: SOCIETAL AND EDUCATIONAL

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INTRODUCTION

Educators are becoming increasingly concerned with preparing students both to be successful members of the global community and pro-active participants in creating future alternative societal directions. To effectively plan new educational programs, however, educational leaders need to be aware of more than the problems and opportunities that currently exist. They must have some knowledge of how values, attitudes, technology, jobs, lifestyles, and political structures are changing, and what the implications are for education and educational processes.

Many questions need to be addressed in some way by each individual in education. How can present schools assist? What do children who will probably be alive in the year 2050 need to best provide not only for their lives now, but for the next seventy-five to one hundred years? Why must education change? What is the process of transition toward transformation?

These questions reflect the need for references for educators--for inservice education of staff, for personal growth, and for classroom applications. That is the purpose of this very introductory annotated bibliography--to offer suggestions as to how to begin a deeper involvement with the future.

Part I focuses on societal futures selections. It is important to first comprehend what is happening around the globe. Part II offers an introduction to books on educational futures. Part III comments on a few of the educational change books of the past years that might offer implementation assistance at the school/district level. Part IV introduces some potential references. Then for more complete listings, the following information sources and publications are especially recommended:

- 1) World Future Society, 4916 St. Elmo Street, Washington, D.C. 20014. WFS publishes a "must read" bimonthly journal, The Futurist, and a monthly Futures Survey which reviews the current literature. In addition, an introductory book on the future, a resource book on the future, sub-sections (such as Education Tomorrow), and a series of conferences and seminars.
- 2) Societal Directions and Alternatives, an annotated bibliography by Michael Marien, available from Information for Policy Design, Lafayette, New York, 13084. Marien also writes the above mentioned Futures Survey for the World Future Society.

Further, the California State Department of Education has available extensive non-annotated bibliographies and supplements on societal and educational futures, and on educational change and alternatives. For copies, or for further information on global and educational futures, contact either Dr. Don Glines, (916) 445-7459 or Dr. Gerald Hamrin, (916) 445-7458, or write either at Planning Section, Office of Curriculum Support Services, State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

PART I: VIEWS OF SOCIETAL FUTURISTS

The books selected in this category present a cross-section of opinions, topics, authors, scholarship, and periods of time; the intent is to offer readings that would be especially helpful to those beginning a study of the future. Those marked with one asterisk (*) have been recognized as especially important contributions. Those marked with two asterisks (**) are recommended as introductory texts.

Barnet, Richard and Muller, Ronald. Global Reach. Simon and Schuster, New York, 1974.

Deals with the global corporation as the most powerful human organizations yet devised--"causing an organizational revolution as profound--as the Industrial Revolution."

- ** Barney, Gerald, Project Director, Global 2000 Report to the U.S. President: Entering the 21st Century, Pergamon Press, Elmsford, New York, 1979. Originally a study on the prospects for the year 2000 by fourteen federal agencies. It covered most of the major global dilemmas and was presented to the President with concern. This first governmental look at the future painted the strong possibility of a pessimistic road toward the new century.

Borgese, Elizabeth Mann. Ocean Yearbook. University of Chicago Press, Chicago, 1978.

Elizabeth Borgese has written extensively regarding the survival of the oceans. This book, as well as her Drama of the Oceans from the Center for the Study of Democratic Institutions (Santa Barbara) are worth reading. She indicates that oceans are at a crossroads: either an exciting future, or possible extinction.

- * Boulding, Kenneth. The Meaning of the Twentieth Century: The Great Transition, Harper and Row, New York, 1964, or Ecodynamics: A New Theory of Social Evolution, Sage Publications, Beverly Hills, California, 1978. The first book outlines many of the events and occurrences that are shaping the future. It reflects Boulding's opinion that "The twentieth century marks the middle period of a great transition in the state of the human race." Boulding's latest book, Ecodynamics, provides more current information on his thinking.

- ** Brown, Lester. The Twenty-Ninth Day: Accommodating Human Needs and Numbers to the Earth's Resources. W. W. Norton, New York, 1978. The President of Worldwatch Institute has written a number of books dealing with the current global scenes. The Worldwatch Institute has produced a series of over thirty excellent documents on a variety of potential crises: deserts, water, health, population, food, energy, et.al. In this book, Brown uses the lily pond as a metaphor on exponential growth, noting that the lily pond takes 30 days to fill, but is half full on the 29th day. The stresses on fisheries, forests, grasslands, and croplands mean the globe faces a period of profound change.

Burns, James MacGregor. Uncommon Sense. Harper and Row, New York, 1972.
Burns calls for rethinking our goals and means of attaining them by transforming our system, keeping what is essential and abandoning what stands in the way.

** Cornish, Edward et al. The Study of the Future: An Introduction to the Art and Science of Understanding and Shaping Tomorrow's World, World Future Society, Washington D.C., 1977.
A general overview introduction to the study of the future by leaders of the World Future Society. Both the optimistic and pessimistic views of pending crises and opportunities are presented, representing a variety of writers. A companion volume: The Future: A Guide to Information Sources (1979) is an excellent directory of information related to future resources. (2nd Edition)

Clarke, Arthur. Profiles of the Future, Rev. Ed., Harper and Row, New York, 1973.
Clarke examines why prophets of the past have failed to foresee the future. He explores futures topics such as ocean mining and space and then presents his technological forecasts for the next 150 years, pointing out that while it is impossible to predict the actual future, general direction and realistic possibilities can be anticipated. Clarke, one of the classic futures writers, has also produced many science fiction novels, the latest being Imperial Earth (1976).

Eckholm, Erik. Losing Ground: Environmental Stress and World Food Prospects. W. W. Norton, New York, 1976.
A researcher at Worldwatch examines the catastrophic damage being done to land, and states that the world is proceeding toward disaster unless monumental land-use reforms are instituted.

Falk, Richard. A Study of Future Worlds, Free Press, New York, 1972.
Suggests a new world organization necessary to ensure the elimination of war, poverty, social injustice, and ecological instability.

Ferkiss, Victor. The Future of Technological Civilization, George Braziller, New York, 1974.
This extensive volume attempts to integrate the concept of ecological humanism with the necessary process of societal change. Ferkiss deals with Liberalism and Beyond; Ecological Humanism; Politics and Economics; and the "Humanistic Revolution." It contains an extensive nonannotated list of 1200 books and articles related to futures topics.

* Fuller, Buckminster and Marks, Robert. The Dymaxion World of Buckminster Fuller. Doubleday, Anchor, New York, 1973.
Fuller is often difficult to understand and has a tendency to ramble. However, his many writings, Operating Manual for Spaceship Earth, Utopia and Oblivion et. al., are filled with exciting and quotable views, and many realistic as well as unrealistic (according to many) proposals. His analysis of world problems, and his proposed solutions are of special interest. Dymaxion World is intended as an introduction to his thinking.

- Gans, Herbert. More Equality. Pantheon Books, New York, 1973.
Considers the economic, social, political consequences that would follow the reduction of inequality. Discusses such issues as incentives, individual striving, and scarce resources.
- * Goldsmith, Edward, et.al. A Blueprint for Survival. Houghton, Mifflin, Boston, 1972.
Another of Marien's "Top 15" group. The writers argue that the industrial way with its ethos of expansion is not sustainable. The reasons are ecosystems and social systems disruptions, population and food supply calamities, and the outlook for energy and non-renewable resources.
- Hardin, Garrett. Exploring New Ethics for Survival: The Voyage of Spaceship Beagle. Viking, New York, 1972.
One of Marien's "best fifteen" list. Expands on his essay, "The Tragedy of the Commons": considers resources, pollution, and population. His latest publication is Managing the Commons (Freeman, 1977), written with John Boden.
- ** Harman, Willis. An Incomplete Guide to the Future. W.W. Norton, New York, 1976.
An introductory overview to the awesome powers the global society now has, the crises and opportunities facing the globe, and the radical restructuring of the human condition needed in the years ahead. Clear, concise views on many topics by one of the leading futures thinkers in the U.S. today.
- * Harrington, Michael. Socialism. Saturday Review Press, New York, 1972.
This book is considered the best work on contemporary socialism, especially as viewed to its role in the 21st Century. Harrington's latest book is The Vast Majority: A Journey to the World's Poor (Simon and Schuster, New York, 1977).
- Heilbroner, Robert. An Inquiry into the Human Prospect. W. W. Norton, New York, 1974.
One of the gloomy views of the future. Heilbroner presents pessimistic outlooks in the areas of overpopulation, war, pollution, and knowledge, including the notion that humankind may not be able to overcome the current world crises without repressive rule by governments.
- Henderson, Hazel. Creating Alternative Futures: The End of Economics. Berkeley Publishing, New York, 1978.
Hazel Henderson provides a critique of mass-consumption, industrial societies, dominant corporations and bureaucracies, traditional economic views, and citizen involvement. Part I covers flaws in present economic thought; Part II proposes new approaches.
- Herzog, Arthur. Heat. Simon and Schuster, New York, 1977.
A terrifying blend of science fiction and fact related to alteration in the climate of the world and resultant ecological doom.

Jantsch, Erich and Waddington, C. H. eds. Evolution and Consciousness: Human Systems in Transition. Addison Wesley, Reading, PA, 1976.

Erich Jantsch previously has written Design for Evolution: Self-Organization and Planning in the Life System: Technological Forecasting in Perspective; and Technological Planning and Social Futures. These focus on forecasting, planning, and policy formation, the process of planning, and inter- and trans-disciplinary roles. This latest publication, co-edited with British Scientist C. H. Waddington, updates the latest views of a group of futures writers, and constitutes a serious look at the philosophical frontiers of human evolution.

Kahn, Herman. The Next Two Hundred Years, Morrow, New York, 1976.

Herman Kahn has been one of the most optimistic writers about the future. His Hudson Institute has been prolific in preparing documents on future trends. The Next Two Hundred Years summarizes his more recent thinking. Things to Come: Thinking About the Future, with Bruce Briggs, is a shorter update of the Kahn "classic" The Year 2000: A Framework for Speculation on the Next Thirty-Three Years. Any of these three may be reviewed for the Kahn-Hudson optimistic view.

Linstone, Harold and Simmonds, W. H. Clive, ed. Futures Research: New Directions. Addison-Wesley, Reading, Mass., 1977.

Considers methods of futures research and technological forecasting, and long range planning.

Lovins, Amory. Soft Energy Paths: Toward a Durable Peace. Ballinger East Washington Square, Philadelphia, PA, 1977.

Lovins advocates a decentralized non-nuclear energy policy based on "soft" technology--solar, wind, water, and biological sources--and not based on centralized power stations.

Maxmen, Jerrold. The Post-Physician Era: Medicine in the 21st Century. Wiley Inter Science, 1976.

Maxmen, a physician, contemplates the obsolescence of physicians, the use of computers, new health care professions, the biomedical revolution, and changes in medical education. For a contrast in views, readers should consider Medical Nemesis by Ivan Illich (Pantheon, 1976) and The End of Medicine by Rick Carlson, Wiley-Interscience 1975).

Oltmans, Willem. On Growth. Putnam's New York, 1974.

One of Marien's "best 15." An interview with 70 leading futurists on their reactions to the Club of Rome sponsored Limits to Growth study.

O'Neill, Gerard. The High Frontier: Colonies in Space. Morrow, New York, 1977.

O'Neill, a Princeton Physicist, is a leading advocate of space colonies, and the potential for the future of space. In this volume, he projects his views of how we should develop space for the betterment of humankind.

Platt, John. "What We Must Do" Science 166, Nov. 28, 1969. Reprinted in Tugwell, Franklin, ed. Search for Alternatives (Winthrop 1973). Reviews the multiple crises that confront humans--problems that require mobilization of all our intelligence if we are to prevent our destruction. Helpful if read in conjunction with Platt's book, The Step to Man (Wiley 1966).

Rosenfeld, Albert. Prolongevity. Knopf, New York, 1976.

This book updates the literature related to the latest studies on prolongevity, and suggests that humankind is on the verge of breaking through the aging process, bankruptcy of the social security and pension systems, and vast social changes. It should be read in conjunction with No More Dying: The Conquest of Aging and the Extension of Human Life by Joel Kurtzman and Phillip Gordon.

** Schumacher, E. F. Small is Beautiful: Economics as if People Mattered. Harper and Row, New York, 1974.

Almost a "classic" now in futures literature, this series of lectures and essays present new views of economics, appropriate technology, resources, and the development of the Third World. Schumacher states: "Today we suffer from an almost universal idolatry of giantism. It is therefore necessary to insist on the virtues of smallness--where this applies." Just prior to his 1977 death, Guide for the Perplexed (Harper and Row) was released. It delves beyond technology and economics into the realms of philosophy and religion. Following his death, Good Work (Harper and Row, 1978), with Peter Gillingham, was published. It focuses on how to put the ideas of Schumacher into practice.

Solzhenitsyn, Alexander et. al. From Under the Rubble. Little Brown, Boston, 1975.

An outstanding collection of essays by a number of Soviet dissidents. They deal with socioeconomic systems, self-limitation, the direction of change, Russian destinies, the schism between church and state, and the future of Russia. The concerns are applicable to all nations, and show that sciences and humanities styles can be one when dealing with future directions and survival. Solzhenitsyn's latest books, Warnings to the West, and A World Split Apart, have further profound implications for the future. Though not closely related to school programs, these three books do provide a different insight into futures.

** Theobald, Robert. Beyond Despair: Directions for America's Third Century. New Republic Book Co., Washington D.C., 1976

Theobald has expressed his views in a number of books on the need to move out of the Industrial Age to the Communications Era by creating images of a preferable future, and then through a systemic approach, developing such a future. Theobald believes that without a basic change in economic, social, and educational concepts, programs, and values, society will face a collapse. Beyond Despair outlines his major views in a style easily transferable to the consideration of changes in education.

** Toffler, Alvin, ed. The Futurists. Random House, New York, 1972.

Though better known for Future Shock, which is still of value, The Futurists, which Toffler edited, presents a variety of articles by over twenty well known futurists. These express the views up to 1972 of many leading thinkers in the futures field. Most of their observations are still valid.

Vernon, Raymond. Storm over the Multinationals: The Real Issues. Harvard University Press, Cambridge, MA 1977.

The book views the immediate and possible futures issues raised by the spread of multinational corporations. They have created tension in the Third World Countries and national security problems. Vernon believes that time has not yet run out to find acceptable solutions.

** Worldwatch Papers, Worldwatch Institute, Washington D.C.

At this writing there are over thirty booklets representing the Worldwatch Papers, covering a variety of urgent problems. Written by several contributors, new ones are continuously being added as additional data becomes available. These are a significant effort to alert the world to priority concerns.

Wenk, Edward, Margins for Survival; Overcoming Political Limits in Steering Technology; Pergamon Press, Elmsford, New York, 1979.

Edward Wenk has had a career in ocean policy, marine resources, and engineering development. He served Presidents Kennedy, Johnson, and Nixon in related capacities and authored The Politics of the Ocean. In his new book, he describes social management of technology and the concern with how to steer technology toward intended social goals without unpleasant surprises by anticipating the total effects of technology: social, economical, legal, political, and cultural.

Summary: The books listed merely touch the surface. Educators interested in futures need to see all of the parts as interdependent wholes. To accomplish this means reading in at least the following areas, among others: Environment, ecology, forecasting, goals, government, economics, health, nutrition, human potential, stress, lifestyles, transportation, oceans, space, science fiction, utopias, technology, communications, transformation, evolution, violence, justice, work, mobility, cultures, world order, and regionalism.

Other authors should be read. For space reasons and in providing a cross-section of authors and topics, they were not annotated, but several have publications which would have to be considered more significant than several of those listed above. A number of these writers are identified below.

Issac Asimov
Daniel Bell
James Bright
Harrison Brown
Ralph Borsodi
Elise Boulding
Robert Bundy
Pierre Teilhard de Chardin
Stewart Chase
Herman Daly
Bertrand de Jouvenal
Constantinos Doxiadis
Peter Drucker
Rene Dubos
Erik Eckholm
Paul Ehrlich
Ossip Flechtheim
Jay Forrester

Erich Fromm
Dennis Gabor
John W. Gardner
Bertram Gross
Friedrich Hayek
Denis Hayes
Robert Heinlein
Olaf Helmer
Karl Hess
Barbara Hubbard
Aldous Huxley
Ivan Illich
Robert Jungk
Maruyama Magoroh
Rollo May
John McHale
Marshall McLuhan
Margaret Mead

Dennis Meadows
Donald Michael
Lewis Mumford
George Orwell
Aurelio Peccei
Dennis Pirages
Fred Polak
Theodore Roszak
Seymour Sarason
Gordon Taylor
William Irwin Thompson
Robert Vacca
Geoffrey Vickers
Kurt Vonnegut, Jr.
Warren Wagar
Barbara Ward
Kenneth Watt
H. G. Wells

Addendum to Part I

- ** Club of Rome. No Limits to Learning: Bridging the Human Gap. Pergamon Press, Elmsford, New York, 1979.
This significant report developed by three international research teams shifts the debate from such global resource problems as energy, food, and population to the human element. There is a need to bridge the gap between present human capabilities and the human qualities required to live in a more complex society. It calls for innovative learning and a new concept of anticipatory and participatory learning.
- ** Markley, O.W. The Images of Man. Pergamon Press, Elmsford, New York, 1980.
Developed and released earlier as part of the futures studies at the Stanford Research Institute, the report is now being published in book form by Pergamon Press. It has received wide acclaim as an outstanding statement of the human dilemma and the human need and potential. The author, now chairman of the Future Studies Program at the University of Houston, Clear Lake City, has continued to pursue and expand upon the human condition in his recent articles and research.
- * Sagen, Carl. The Dragons of Eden: Speculations on the Evolution of Human Intelligence. Random House, New York, 1977, and Brocas Brain, Random House, New York, 1977.
In Dragons of Eden, Sagen writes: "We do not live in traditional and static societies. But our governments, in resisting change, act as if we did. Unless we destroy ourselves utterly, the future belongs to those societies that...." Both of these Sagen books are worth consideration.
- Robertson, James. The Sane Alternative: A Choice of Futures. River Basin Publishing Company, St. Paul, Minnesota, 1978.
The book challenges "one-eyed economics" which sees only half of the total socio-economy. Current efforts suffer from overgrowth of bureaucracy; energy shortages and scarcity of raw materials; ecological disruption; and loss of feedback from grass roots citizens. Robertson proposes major changes, away from hyper-expansionism toward a "SHE" future: sane, humane, ecological.
- Veatch, Robert, ed. Life Span: Values and Life-Extending Technologies. Harper and Row, New York, 1979.
Drugs, genetic interventions, and life-style changes may, within the lifetimes of many yet living, add 20-40 years to the life span. The social impact will be phenomenal. Work, leisure, family, education, health, and social security will be uprooted. This Hastings Center and Futures Group research effort covers death and dying and other related topics, as well as a 120 item bibliography.

Part II: EDUCATIONAL FUTURES WRITERS

The educational futures field is growing. Below are listed some examples of the current writers. Much of the best material is still in article, speech or seminar form. It has yet to be translated to book, tape or film form. Asterisks (*) indicate some possible introductory readings.

- * Barnes, Ronald. Tomorrow's Educator: An Alternative to Today's School Person. Transitions, Inc. 201 N. Central, Phoenix, Arizona 1977
Ron Barnes, former educational planner for the proposed Minnesota Experimental City, has produced six \$2.00 pamphlets on areas of the future and change. All are good. The other titles are: 1996: A Look Back at Educational Transitions; Change: Alternatives to Thoughtless Resistance; Stress: Alternatives to Fearing It; Human Growth: An Alternative to Stagnation; Futures: Alternatives to Passivity and the Past.

Combs, Arthur. Myths in Education: Beliefs that Hinder Progress and Their Alternatives. Allyn and Bacon, Boston, 1979.
One of the major humanistic educators provides a thought-provoking and readable resource for discussing education. Much of it relates to change and alternatives, as the myths described are present practices in schools. It is futuristic in that before schools can move into new learning systems for the next century, they will have to overcome the myths Combs describes as characterizing current education.

Dede, Christopher, Bowman, Jim et. al. The Far Side of the Future: Social Problems and Educational Reconstruction, World Future Society, Washington, D.C., 1978.

This book, partly written for the first national educational futures conference, is oriented toward finding solutions, rather than analyzing problems. The focus is on evolving a first step toward new conceptualizations of the goals, methods, and content of education. It takes a global perspective, but indicates that the U.S., because of its humans and monetary resources, should take the lead toward transforming global education.

- * Glines, Don. Educational Futures I: Imagining and Inventing: Educational Futures II: Options and Alternatives; Educational Futures III: Change and Reality; Educational Futures IV: Updating and Over-leaping. A quadrilogy of books. Anvil Press, Box 37, Millville, MN, 1978-79.

These four books were written as linkages between the views of futures writers and the realities of everyday practicing educators. I and IV are more futures oriented. II and III deal more with the present, with steps toward the future. Book I discusses the societal crises and opportunities and the implications for education. Books II and III explain why current educational systems are not adequate for coping with future needs, and offer concrete steps toward transforming the learning systems over the next ten years. Book IV returns to a view of the future, with an updating of information and ideas, and an extensive bibliography and resource section.

- Goodlad, John. Facing the Future. McGraw Hill, New York, 1976.
John Goodlad has long been known for his leadership in the area of educational change. The Non-Graded School (1959), with Robert Anderson, is still a classic. Recently his interest has turned more toward the future. This book discusses his views on new steps and directions for education.
- Hostrop, Richard, ed. Foundations of Futurology in Education. E.T.C. Publications, Palm Springs, CA, 1973.
A collection of articles by futurists and educators dealing with education and the future. Alvin Toffler, Robert Theobald, Willis Harman, Clark Abt, Harold Shane, and Harrison Brown are among the authors. Valuable as an introduction for newcomers to futurism. A later book is now available by Hostrop et al: Education-- Beyond Tomorrow.
- * Kauffman, Draper. Teaching the Future: A Guide to Future-Oriented Education. E.T.C. Publications, Palm Springs, CA 1976.
The author has been very much involved in the futures movement in general, and especially as it relates to education. He helped to organize the futures program at the University of Massachusetts. This book is a practical guide to the use of futuristic materials and approaches in the classroom, and the development of futures oriented curriculum. His newest work, Futurism and Future Studies: Developments in Classroom Instruction (N.E.A. 1976) provides additional suggestions.
- LaConte, Ronald and LaConte, Ellen. Teaching Tomorrow Today: A Guide to Futuristics. Bantam, New York, 1975.
A useful guide to books, materials, and resources which can be utilized to develop futures units, courses, and curriculum in current school settings.
- Olivero, James. Looking at the Challenges of the Future: Providing for Tomorrow's Education Today. Association of California School Administrator, Burlingame, 1978.
The director of "Project Leadership," an inservice effort for the California administrator, examines the future, and as a result provides specific suggestions for current school leaders as they attempt to move from today's schools toward tomorrow's education.
- Rubin, Louis. Educational Reform for a Changing Society: Anticipating Tomorrow's Schools. Allyn and Bacon, Boston, 1978.
Louis Rubin has authored and edited several books on curriculum reform, change, and the future of education. This volume includes nine articles which examine trends toward the future. In addition to Rubin, writers include Elise Boulding and Buckminster Fuller.
- Shane, Harold. Curriculum Change Toward the 21st Century. National Education Association, Washington, D.C. 1977.
This later report by Shane summarizes the responses of an international panel of educators to questions regarding the content and direction of education in the years ahead. The report includes 28 "cardinal premises" to guide curriculum development for the future.

Shane, Harold. The Educational Significance of the Future. Phi Delta Kappa, Bloomington, Indiana, 1973.

Dr. Shane prepared this report for the U.S. Commissioner of Education. It followed interviews with over 80 futurists regarding their views of societal and educational futures. A blend of theoretical and practical suggestions, it was one of the first major efforts to turn education toward the futures movement.

Toffler, Alvin ed. Learning for Tomorrow: The Role of the Future in Education. Random House, New York, 1974.

One of the earlier and more popular publications on educational futures, this anthology of information discusses education in the future tense. The thesis is that all education springs from images of the future, and all education creates images of the future. The footnote and appendix sections are of additional value.

Summary: There are a number of other books to consider, in addition to or in place of the above:

Edwin Reischauer, Toward the 21st Century: Education for a Changing World.

Michael Marien and Warren Ziegler, eds., The Potential of Educational Futures

Edward Sullivan, The Future of Big-City Schools

John Pulliam and Jim Bowman, Educational Futurism in Pursuance of Survival

Louis Rubin, ed. The Future of Education: Perspectives on Tomorrow's Schooling.

George Leonard, Education and Ecstasy, and The Transformation: A Guide to the Inevitable Changes in Humankind.

The Leonard books are the favorites of many readers.

An excellent educational futures bibliography, still available though valid only through 1971, is Alternative Futures for Learning, an annotated bibliography of 936 items exploring the future of education, by Michael Marien, available from Educational Policy Research Center, Syracuse Research Corporation, Merrill Lane-Skytop, Syracuse, NY 13210.

Further, many of the books listed in the educational change section, and many of those related to human potential, are interwoven with educational futures. Sample authors to consider are Trump, Holt, Rogers, Hunter, Selye, Glasser, Illich, and Coombs.

(see page 10-A also)

Addendum to Part II

Gross, Ronald. The Lifelong Learner. Simon and Schuster, New York, 1977.
The over 65 population will soon outnumber the K-12 students. Adults already constitute a near majority on many campuses. Independent adult learning is described, showing how most everyone can become a self-directed free learner today in preparation for tomorrow.

Kierstead, Fred, et al., eds. Educational Futures: Sourcebook I. World Future Society, Washington, D.C., 1979.
This book contains selected papers from the first conference on educational futures held in Houston in 1978. The theory of the future of education is blended with practical models, decision-making techniques, and special topics.

Newitt, Jane. Future Trends in Educational Policy. Lexington Books/D.C. Heath, Lexington, Massachusetts, 1979.
Included are essays on the future of public education in America. They provide an examination of current problems and opportunities, with focus on future trends and implications related to a number of school topics.

Wagschal, Peter, ed. Learning Tomorrows: Commentaries on the Future of Education. Praeger, New York, 1979.
A collection of papers prepared for the 1978 "Learning Tomorrows" conference. Authors include Buckminster Fuller, Ivan Illich, Elise Boulding, Hazel Henderson, and seven others who address developing educational topics.

PART III: SUGGESTED EDUCATIONAL CHANGE BOOKS

There are numerous good books on educational change. Only a handful are listed here as examples of what is available to assist educators. They are included in this futures bibliography, as many times when schools become interested in futures, they find a need for concrete suggestions on the mechanics of change, and for further rationale for revising present practices. These books will help meet those needs. Asterisks (*) indicate possible starting points.

Bloom, Benjamin. Human Characteristics and School Learning. McGraw Hill, New York, 1976.

The latest of a number of excellent publications by Bloom. This advances the research evidence, implications, and recommendations of the Bloom and Associates studies in the area of school learning and human potential.

Coombs, Philip. The World Educational Crises: A Systems Analysis. Oxford Press, New York, 1968.

A competent overview of international trends, indicating the problems of system obsolescence which are afflicting all nations in every part of the world. An excellent bibliography is included.

Costa, Arthur. Enabling Behaviors. General Learning Press, Morristown, New Jersey, 1976.

Provides assistance at the student level concerning the affective domain. Schools need to look beyond the cognitive skills and consider integrating the whole person. The author suggests how this can be achieved.

- * Glasser, William. Schools Without Failure. Harper and Row, New York, 1969. Glasser has written later and perhaps better books (Reality Therapy, Positive Addiction), but this is the initial key publication by the M.D. who challenged many of the current school assumptions, and provided recommendations on how schools could work toward the elimination of failure.

Glines, Don. Educational Futures (See Educational Futures listings; especially Book II, Options and Alternatives, and Book III, Change and Reality. Book III is an eight-year description and evaluation of the trend setting Wilson Campus School in Mankato, Minnesota.

- * Goodlad, John. Behind the Classroom Door. Charles Jones Co., Worthington, Ohio, 1971. One of John Goodlad's numerous excellent books on educational change. This one reports studies of what investigators found as they studied daily classroom activities: what was said and written and what was happening were two different directions. His new book, with his latest views, What are Schools For, is available from Phi Delta Kappa, Bloomington, Indiana, 1979.

- * Holt, John. What Do I Do on Monday? E. P. Dutton, Co., New York, 1970.
John Holt has been prolific in writing about the flaws in current educational efforts and recommendations for how to improve. His first major book, How Children Fail was an attack on the schools. A later book, Beyond Freedom, suggests moving away from schooling. What Do I Do On Monday is a mid-stream point of Holt's views on change in education.

- * Howard, Eugene. School Discipline Desk Book, Parker, West Nyack, New York, 1978.
An excellent illustration of how the accountability and competency movements can be humanized. Howard shows many concrete examples as to how, through offering options and alternatives and a human concern, the evolution process can be a positive force for change and improvement.

- Hunter, Madeline. Theory Into Practice Series. Madeline Hunter has produced an exciting series of books, booklets, films, and tapes stressing classroom practices that make a difference. Most any of the Hunter publications are excellent and should be read by those considering change. Order from TIPS Publication, Box 514 El Segundo, California 90245

- Illich, Ivan. DeSchooling Society. Harper and Row, New York, 1971.
Ivan Illich has written several books around the theme that present schools must be abandoned and society must now move beyond schooling toward education as a life long learning activity.

- Lippitt, Gordon. Visualizing Change: Model Building and the Change Process. Learning Resources Center, National Training Laboratory, Fairfax, VA, 1973.
Discusses ways a manager, consultant, or change agent can more effectively reflect the change being planned, so that those involved can better understand the goals sought and the forces that might resist the change.

- Michael, Donald. On Learning to Plan--and Planning to Learn. Jossey-Bass, San Francisco, 1973.
In this book, plus his prior one, The Unprepared Society: Planning for a Precarious Future (Basic Books, 1968), Michael indicates the great lack of, yet the great need for long range planning if positive change is to occur. He indicates the profound role education has in the process.

- Rogers, Carl. On Personal Power: Inner Strength and Its Revolutionary Impact. Delacorte Press, New York, 1977.
Rogers' latest book; though not as directly oriented to education as Freedom to Learn, the work of Carl Rogers in the area of human potential is significant.

- Silberman, Charles. Crisis in the Classroom. Random House, New York, 1970.
One of the most popular books criticizing education, the majority of issues are still right on target eight years after publication. Silberman calls for major reform in schools, and within the educational establishment.

Trump, J. Lloyd. A School for Everyone. National Association for Secondary School Principals, Reston, VA, 1977.

Lloyd Trump has been recognized by many as the outstanding educational change leader during the past twenty years. This book summarizes his latest thinking in how to provide, as the title says, humane schools for everyone. A previous book, Images of the Future (Rand McNally, 1961), is still valuable reading too.

Summary: Many other writers in addition to those listed above, should be considered. For example, Kozol, Kohl, Dennison, Postman and Fantini have been leaders in the open and free school and alternatives movements. A. S. Neill and Summerhill and Paulo Freire are musts. A partial listing of these additional writers is presented below:

William Alexander
Dwight Allen
Robert Anderson
David Beggs
Warren Bennis
Arthur Combs
Harold Davis
George Dennison
Eight-Year-Study
Mario Fantini
Paulo Freire
Jack Frymier
Robert Gagne
Allan Glatthorn

Ronald Gross
Harold Hart
James Herndon
Harold Hodgkinson
Wayne Jennings
Herbert Kohl
Johnathan Kozol
Jiddie Kristnamurte
Ellen Lurie
Matthew Miles
Richard Miller
Abraham Maslow
Rod Napier
A. S. Neill

Glenn Ovard
Sidney Parnes
Jean Piaget
Edward Pino
Neil Postman
Vincent Rogers
Richard Schmuck
Harvey Scribner
Sidney Simon
Richard Saxe
E. Paul Torrance
Charles Weingartner
Elliot Wigginton
Kimball Wiles

Perhaps the best single source of all these books on alternatives and change is the National Humanistic Education Center. They feature a complete annotated catalog of most of the major works on educational reform. Write to:

Dr. Howard Kirschenbaum, Director
National Humanistic Education Center
110 Spring Street
Saratoga Springs, New York 12866

PART IV: RESOURCES: SOCIETAL AND EDUCATIONAL

There are now many groups, agencies, centers, et al which are providing general or specific information related to the future, most of which is applicable to or has implications or assistance for education. Only a few are listed here as examples. These will eventually lead to communication with the other groups. Asterisks (*) indicate suggested introductory contacts.

California Tomorrow, Room 1059, 681 Market Street, San Francisco, CA 94105.

An example of the many state and regional groups concerned with the future of their area and ultimately the globe. They publish Cry California, a review of California trends. Hawaii 2000; Iowa 2000; Seattle 2000; Great Lakes Tomorrow; Austin Tomorrow; Commission on Maine's Future; and Alternatives for Washington are other examples. Some are governmental supported, some are private non-profit, while still others are a combination of funding.

Center for Futures Research, Graduate School of Business Administration, University of Southern California, Los Angeles, CA 90007.
Conducts research activities, forecasts and monitors trends for a number of business and government groups. The published reports of their studies are valuable for education.

Center for Global Perspectives, 218 E. 18th Street, New York, NY 10003, Management Institute for National Development, 230 Park Avenue, New York, NY 10017, and Global Development Studies Institute, 14 Main Street, Madison, New Jersey.
Three examples of groups now involved in conducting seminars and workshops and preparing curriculum materials for schools on topics of global concern--along with good suggestions as to how to implement futures studies.

Center for the Study of Social Policy, Stanford Research Institute, 333 Ravenswood Avenue, Menlo Park, CA 94025
Many important studies, written documents, articles, and opinions have been developed by the staff of the Center. A number of their publications and staff have been used by school districts and organizations to help create new directions for education.

Congressional Clearinghouse on the Future, 3605 House Annex Number 2, Washington, D.C. 20515
The first "official" futures information group for Congress works closely with the Futures Research Group of the Library of Congress. The effort is to keep Congress informed about trends, crises, opportunities, and potential futures. They publish a newsletter, "What's Next."

Cousteau Society, 777 Third Avenue, New York, New York 10017
An outstanding ecological group, primarily concerned with saving the water planet - the oceans, lakes, streams, and the fish and other inhabitants of the oceans.

Education 1 Facilities Laboratory, 680 Fifth Avenue, New York, 10019.

Houses the best current information on the latest designs for school buildings, proposals for the future, and innovative ways to rethink the utilization and styles of facilities and equipment.

Hudson Institute, Quaker Ridge Road, Croton-on-Hudson, New York 10520

A "think-tank" consulting organization producing numerous studies on the future. They are particularly known for their optimistic interpretations of futures trends.

Information for Policy Design, Lafayette, New York, NY 13084.

An outstanding source of information in areas related to public policy. The review of the futures literature, and follow-up bibliographies and biographic newsletters is an essential service and priority reading.

Institute for the Future, 2740 Sand Hill Road, Menlo Park, CA 94025.

Produces excellent studies, primarily for business, but again with major implications for education. They have produced several studies on educational futures too.

Population Reference Bureau, 1337 Connecticut Avenue, N.W. Washington, D.C. 20036 and The Environmental Fund, 1302 Eighteenth Street N.W. Washington, D.C. 20036.

Two of the groups concerned with population growth and all the problems inherent with the increasing numbers of people over the next three decades. They produce a "World Population Data Sheet," invaluable for social studies programs.

*** World Future Society, 4916 St. Elmo Avenue, Washington, D.C. 20014.

Provides the most comprehensive information on futures topics, offers memberships, publishes The Futurist, and houses a book/tape service, with ten percent discount for WFS members. The Future Survey, an annotated monthly updating of new books and articles is essential reading.

• Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036.

One of the major services of Worldwatch is the publication of a series of excellent books and booklets on important global topics: hunger, water, deserts, energy, land, food, et al.

Summary: Among the many other groups to consider are the following:

Environmental Action; Natural Resources Defense Fund; Club of Rome; Friends of the Earth; Sierra Club; The Environmental Fund; and the World Institute Council, as examples.

In addition, Educational Futures IV: Updating and Overleaping (Don Glines, Anvil Press, Millville, Minnesota) has an excellent 100 page appendices of bibliographies, resources, and information.